

A Descriptive Study of the Teachers' Perception on Online English Learning using Whatsapp at Junior High Schools in Sempu, Sub-District

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ABSTRACT

The purpose of the research is to determine the teachers' perceptions on online English learning using WhatsApp. The research method used in this research is descriptive quantitative research. The respondents were 10 English teachers at Junior High Schools in Sempu Sub-District. The sampling technique used was the purposive sampling. The data was collected by using the questionnaire through Google Form and interviews. The result of this research regarding the Teachers' Perception on Online English Learning Using Whatsapp at Junior High Schools in Sempu, Sub-District is in a good category with overall percentage 60,3%. For the results of interviews, the online English learning using WhatsApp can help them to do an online learning process easily. However, there are still some challenges that happened to online learning using WhatsApp. The monitoring carried out by the teachers on their students was not as easy as face-to-face learning activities. The researcher suggests for the English teachers to use WhatsApp as a learning media. Through WhatsApp, English teachers can deliver the materials easily and creatively.

Keywords: *Perception; Online Learning; WhatsApp*

A. Introduction

Corona virus is a newly discovered virus that was first discovered in Wuhan (China) on December 31, 2019. This virus is a group of viruses from the sub-family orthocoronavirinae in the Corona Miridae and the Nidovirales family. Due to this virus, if exposed to humans, it causes generalized mild respiratory infections, such as colds. This viral disease is very easily transmitted in many ways, such as in droplets such as coughing, sneezing, chanting, talking to breathing. This causes a person to limit himself to interacting with other people. This policy is carried out by all countries affected by the Corona virus.

In the field of education, Indonesian government enforces online learning or learn from home during the pandemic to break the chain of the spread of the Covid 19 virus. Following the appeal of the Minister of Education and Culture of Indonesia

through Circular Number 4 of 2020 concerning the Implementation of Educational Policies during an Emergency the Spread of Corona Virus Disease (COVID-19). Learning in a network (online) is learning that uses a system without face-to-face contact between teachers and students, but is done online using an internet network.

Online learning is a learning activity that requires an internet network with accessibility, connectivity, and flexibility by causing various types of interactions according to ability. That is one way that students continue to have their right to study in this pandemic. The role of the media is currently quite important in the online learning process to achieve the success of the learning process. Learning media is anything that can transmit messages, can stimulate the thoughts, feelings, and willingness of students so that they can encourage the creation of a learning process in students (Ekayani, 2017). Therefore, the role of the media is not only a complement but also acts as a supporting tool to make it easier for students and teachers to achieve their goals. Several learning media can be applied. Schools use online platforms to carry out the learning process, both platforms that have been provided by the school itself or platforms or applications that have been circulating in the market in general. One of the platforms commonly used by teachers for online learning is WhatsApp or well known is WhatsApp.

WhatsApp is a free messenger application that works across multiple platforms and it is being widely used among undergraduate students to send multimedia messages like photos, videos, along simple text messages (Gon & Rawekar, 2017). Until 2020, this platform has been used by 2 billion users globally (Kompas.com, 2020). This shows that this application is an application that is easy to use and easy to reach by various groups, so it is widely used by internet users. Apart from being easy to use, WhatsApp features are also quite complete. Among them is the group feature that allows teachers and students to have online discussions. Also, both teachers and students can send course materials or assignments in the form of videos, voice messages (voice notes), or in the form of files (PowerPoint or Ms. Word, etc.). If necessary, the teacher can carry out intensive individual or classical small group learning by using the video call by group feature which can be followed by a maximum of 7 students. Through WhatsApp, the teacher not only provides and receives material but can also communicate visually

and audio-visual. Easy to reach, easy to use, full features are the reasons why teachers prefer WhatsApp as an online learning media.

However, in the implementation of the media aforementioned, the teachers have not know whether it really assist them and their students in English instruction. In this case, knowing the perception is important to notice as teachers and students' reflection. According to Nasution (2004:54) perception is organization, stimuli received by the individual that is meaningful and is an activity that is integrated inside of the individual. Perception refers to a person's responses to stimuli as well as their observations. Individual perception allows a person to comprehend the state of the environment around her as well as personal matters. Thus, knowing self perception will be beneficial for teachers in order to provide satisfaction to the students as an indicator of learning service quality to the students (Sokoli et al., 2018).

There are two types of perceptions namely positive and negative perception (Irwanto, 2009:45). Positive perception is perceptions that express all of informations positively. Moreover, positive perception is positive interpretations that implicate human to judge something around them. For instance, if the teachers have positive perception on the media in teaching and learning process, they will accept and support the media used in the classroom. The second perception is negative perception. It expresses information negatively or not acceptable with the object that is observed. Additionally, negative perception is negative interpretations that implicate human to judge something around them. In this case if the teachers have negative perception on the media used, they will refuse and deny every effort that is observed. Considering the importance of perception in the teaching and learning process, this research is intended to know the teachers' perception on online English Learning using WhatsApp at Junior High Schools in Sempu.

B. Research Method

The descriptive quantitative research was chosen as the research design. Quantitative research is the process of collecting, analyzing, interpreting, and writing the results of a research (Cresswell, 2002). In this research, there were eight Junior High Schools English teachers in Sempu participating as the respondents. They were given

questionnaire consisting 20 questions that are formulated from four indicators of English teachers' perception using WhatsApp during online learning process, namely the effect of using WhatsApp on teachers' motivation, the teachers' perceived benefit of using WhatsApp in learning process, the perceived ease of using WhatsApp, the teachers' challenge on using WhatsApp. The results were then analysed using percentage formula to draw a conclusion.

C. Research Finding and Discussion

The findings of the research covers the results gained from questionnaire and interview.

The Result of Questionnaire

Based on the data obtained from the questionnaire of teachers at Junior High Schools in Sempu which consists of four indicators, namely effect of using WhatsApp on teachers' motivation, the teachers' perceived advantages of using WhatsApp in learning process, the perceived ease of using WhatsApp, and the teachers' challenge on using WhatsApp, the results can be explained in the following section.

a. The Effect of Using WhatsApp on Teachers' Motivation

In the Teachers' Perception on Online English Learning Using WhatsApp the respondent gave statements about the effect of using WhatsApp on teachers' motivation. There were five statements. Based on the data analysis, it was found that the English teachers had positive perception on these statements. The explanation of each statements of this indicator will be presented in the following parts.

Table 1 The Result of Questionnaire of The effect of Using WhatsApp on Teachers' Motivation.

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	WhatsApp is my favorable application as a distance learning media.	3	6	1	0
2	WhatsApp makes me shoved to give a complete and clear explanation of the materials.	2	6	2	0
3	WhatsApp is a learning media that can make me teach more creatively.	1	6	3	0

4	WhatsApp motivates me to create interesting material for students.	1	6	3	0
5	WhatsApp makes me shoved to give feedback on student work quickly.	2	7	1	0
Total		9	31	10	0

The first statement of this indicator “WhatsApp is my favorable application as a distance learning media” lies in strongly agree area. The total score from this statement was 32 and the level of approval of the statement is 80%. The second statement of this indicator “WhatsApp makes me shoved to give a complete and clear explanation of the materials” lies in agree area. The total score from this statement was 30 and the level of approval of the statement is 75%. The third statement of this indicator “WhatsApp is a learning media that can make me teach more creatively” lies in agree are. The total score from this statement was 28 and the level of approval of the statement is 70%. The fourth statement of this indicator “WhatsApp motivates me to create an interesting material for students” lies in agree area. The total score from this statement was 28 and the level of approval of the statement is 70%. The fifth statement of this indicator “WhatsApp makes me shoved to give feedback on student work quickly” lies in agree area. The total score from this statement was 31 and the level of approval of the statement is 77,5%.

b. The Benefit of Using WhatsApp on Learning Process

In the “Teachers’ Perception on Online English Learning Using WhatsApp, the respondent gave statements about the benefit of using WhatsApp on learning process. There were five statements. Based on the data analysis, it was found that the English teachers had positive perception on these statements. The explanation of each statements of this indicator will be presented in the following parts.

Table 2 The Result of Questionnaire of the benefit of Using WhatsApp on Learning Process.

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I find it easier to convey English material in the form of video or audio to students.	2	8	0	0

2	I find it easier to communicate with students.	1	6	3	0
3	I can clarify the lesson easily using a voice note.	2	5	3	0
4	I can take advantage of various features in WhatsApp for teaching and learning activity	2	7	1	0
5	I can give feedback on student assignments easily.	2	5	3	0
	Total	9	31	10	0

The first statement of this indicator “I find it easier to convey English material in the form of video or audio to students” lies in strongly agree area. The total score from this statement was 32 and the level of approval of the statement is 80%. The second statement of this indicator “I find it easier to communicate with students” lies in agree area. The total score from this statement was 28 and the level of approval of the statement is 70%. The third statement of this indicator “I can clarify the lesson easily using a voice note” lies in agree area. The total score from this statement was 29 and the level of approval of the statement is 72,5%. The fourth statement of this indicator “I can take advantage of various features in WhatsApp for teaching and learning activity” lies in agree area. The total score from this statement was 31 and the level of approval of the statement is 77,5%. The last statement of this indicator “I can give feedback on student assignments easily” lies in agree area. The total score from this statement was 29 and the level of approval of the statement is 72,5%.

c. The Easiness of Using WhatsApp on Learning Process

In the “Teachers’ Perception on Online English Learning Using WhatsApp, the respondent gave statements about the easiness of Using WhatsApp on Learning Process. There were five statements. Based on the data analysis, it was found that the English teachers had positive perception on these statements. The explanation of each statements of this indicator will be presented in the following parts.

Table 3 The Result of Questionnaire of the easiness of Using WhatsApp on Learning Process

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	The use of WhatsApp makes is more efficient because it does not require much internet quota.	2	6	2	0
2	I can get student responses quickly when using WhatsApp.	2	5	3	0
3	I find it easier to share learning materials in the form of PPT, Audio, and Video.	2	6	2	0
4	My students and I can have consultation session easily and quickly.	2	5	3	0
5	WhatsApp can be used anytime and anywhere.	2	5	3	0
	Total	10	27	13	0

The first statement of this indicator “The use of WhatsApp makes is more efficient because it does not require much internet quota” lies in agree area. The total score from this statement was 30 and the level of approval of the statement is 75%. The second statement of this indicator “I can get student responses quickly when using WhatsApp” lies in agree area. The total score from this statement was 29 and the level of approval of the statement is 72,5%. The third statement of this indicator “I find it easier to share learning materials in the form of PPT, Audio, and Video” lies in agree area. The total score from this statement was 30 and the level of approval of this statement is 75%. The fourth statement of this indicator “My students and I can have consultation session easily and quickly” lies in agree area. The total score from this statement was 29 and the level of approval of the statement is 72,5%. The fifth statement of this indicator “WhatsApp can be used anytime and anywhere” lies in agree area. The total score from this statement was 29 and the level of approval of the statement is 72,5%.

d. The Challenges of Using WhatsApp on Learning Process

In the “Teachers’ Perception on Online English Learning Using WhatsApp, the respondent gave statements about the challenges of using WhatsApp on learning process. There were five statements. Based on the data analysis, it was found that the English teachers had positive perception on these statements. The explanation of each statements of this indicator will be presented in the following parts.

Table 4 The Result of Questionnaire of The Challenges of Using WhatsApp on Learning Process.

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I find it difficult to check student participation or attendance during learning activities.	1	8	1	0
2	I feel that students’ comprehension and English skills mastery (reading, speaking, and writing) towards the material provided through WhatsApp are still not optimal.	4	5	1	0
3	WhatsApp's features are still very limited to simple communication and file delivery, so I sometimes find it difficult to do more interactive and interesting learning.	3	7	0	0
4	I feel that students’ learning motivation is decreasing drastically, as a result they easily feel bored and do not listen well during learning activities through WhatsApp.	2	7	1	0
5	During teaching English through WhatsApp, the internet connection is often problematic so that the learning session runs ineffectively.	3	5	2	0
	Total	13	32	5	0

The first statement of this indicator “I find it difficult to check student participation or attendance during learning activities” lies in agree area. The total score from this statement was 30 and the level of approval of the statement is 75%. The second statement of this indicator “I feel that students’ comprehension and English

skills mastery (reading, speaking, and writing) towards the material provided through WhatsApp are still not optimal” lies in strongly agree area. The total score from this statement was 33 and the level of approval of the statement is 82,5%. The third statement of this indicator “WhatsApp's features are still very limited to simple communication and file delivery, so I sometimes find it difficult to do more interactive and interesting learning” lies in strongly agree area. The total score from this statement was 35 and the level of approval of the statement is 87,5%. The fourth statement of this indicator “I feel that students’ learning motivation is decreasing drastically, as a result they easily feel bored and do not listen well during learning activities through WhatsApp” lies in strongly agree area. The total score from this statement was 31 and the level of approval of the statement is 77,5%. The last statement of this indicator “During teaching English through WhatsApp, the internet connection is often problematic so that the learning session runs ineffectively” lies in strongly agree area. The total score from this statement was 31 and the level of approval of the statement is 77,5%.

The Result of Interview

The interview was conducted by asking three respondents and recorded the conversation between the researcher and the teachers as a respondents. There were 3 respondents purposefully taken. The results indicated that the teachers have positive perception on the use of WhatsApp in the teaching and learning process. They explained that WhatsApp is a friendly user app. Not only the teachers but students can access and operate all WhatsApp features easily. The students have been already familiar with this application and they can respond to the teachers quickly. Another reasons are that the teacher are provided with many features which help them to teach students during online learning. For example, the teachers donot need to explain the material repeatedly to the students because the students can reaccess the materials sent when they do not understand. The easiness of this application is that she feels easier to be responded by students because WhatsApp is an application that is commonly used in communication, so the students do not find difficulties to operate it. In addition, there are some obstacles when teaching English using WhatsApp. For example, when there are students who have less interest in learning, they will ignore in learning process. In this case, if there

are students who do not understand the material that is given by the teacher, the teacher will get the difficulties to solve their problems and explain it in more detail to them. Further, they explained that they can be more creative in providing materials of reading, grammar, additional exercises (drilling). For listening and speaking materials the teachers can send the Audio and the students can send back their work easily, either in the form of direct comments in chat, pictures or photos, captions, recorded dialogues, videos by making vlogs, etc. In this app, the students are allowed to share other material or other knowledge by using its features. Students can share photos, videos, website links using story (status).

However, some challenges were found by the teachers in using this app during online learning. First, the teachers are difficult to send large files, so before learning process the teachers have to reduce the size of the file first. In addition, the teachers are unable to create link for attendance list. The video call will be buffered if the signal is weak and the english teachers cannot post long texts to the students.

2. Discussion

This part is a discussion about the result of the data analysis. According to Slameto (2010:102) Perception is a process which correlates with the delivery of message of information to humans brain, through perception human making correlation with their environment continuously. Therefore, it can be concluded that perception is the result of human thought in certain conditions. In this research, the researcher analyze the Teachers' Perception on Online English Learning Using WhatsApp at Junior High Schools in Sempu, Sub-District to find out the online English learning process by using WhatsApp has a good or bad impact for the teachers. Based on the result of analysis, it was found that the teachers' perception in the category is good. The following is the explanation about the result of the teachers' perception an online English learning by using WhatsApp at junior high schools in Sempu, Sub-District.

On the effect of using WhatsApp on teacher' motivation, based on data analysis. the score lies on the strongly agree area, it can be concluded that the English teachers have a positive perception, because WhatsApp is an application that is easy and commonly to be used to do an online learning and it can makes the students respond the

teacher faster. This is in line with Alamer & Al Khateeb, (2021:6) WhatsApp is effective in academic settings and language learning and can motivate teachers in the learning process.

On the benefit of using WhatsApp on learning process, based on the data obtained from 10 respondents, the score lies on the agree area. It can be concluded that the English teachers have a positive statement on the benefit of using WhatsApp on teachers' motivation. According to Hendro and Eko (2016) the teacher can easily find out the students' abilities from the results of the assignments given.

On the easiness of using WhatsApp on learning process, based on data obtained from 10 respondents, the score lies on the agree area. It can be concluded that English teachers have a positive perception of the easiness of using WhatsApp on learning process. According to (Johnson, 2014) states that teachers can safely deliver the learning materials and assignments for students to study from home by WhatsApp. Therefore, the easiness of using WhatsApp on learning process are the students are accustomed to use WhatsApp as a remote media liaison, it is easy to operate , and it has various useful features.

On the challenge of using WhatsApp in learning process, based on data obtained from 10 respondents, the score is lies in the agree area. It can be concluded that the English teacher agrees that the use of WhatsApp in online English learning has challenges. WhatsApp providing convenience, WhatsApp also provided the most challenging challenges, namely quota limitations and network constraints in receiving information from WhatsApp. The main obstacle in this research is that many students are lazy and diverted their concentration to participate in learning activities while holding gadgets, it makes difficult for teachers to unite their students.

For the result of the interviews based on the highest level, middle level, and low level, they have positive perception about the effect of using WhatsApp on teachers' motivation. They felt that to do an online English learning by using WhatsApp can help them to carry out the learning process. Beside that the English teachers admit that WhatsApp is the application which is easy and common to be used and it can make the students respond the teacher faster. On the other hand, the English teachers also have a positive perception on the benefit and the easiness of using WhatsApp on learning

process. The English teachers say that they can be more creative to deliver the English materials and also, they can take advantages of various features WhatsApp. The English teachers also have negative perception on the challenges of using WhatsApp to do an online English Learning, such as when the network is bad, it can prevent the teacher's activities when they explain the material by using voice note feature. In addition, the monitoring carried out by teachers on their students is not as easy as during face-to-face learning activities directly. Therefore, many students are lazy and less concentration to do an online learning while holding a gadget.

D. Conclusion

Based on the results of the data analysis, it can be concluded that the English teachers at junior high schools in Sempu have positive perception on the online English learning by using WhatsApp. Then, the challenges lie on the monitoring carried out by teachers on their students are not as easy as during face-to-face learning activities directly. Therefore, many students are lazy and less concentration to do an online learning while holding a gadget.

It was also confirmed that the English teachers have positive perception on the indicators namely the effect of using WhatsApp on teachers' motivation, the benefit and the easiness of using WhatsApp on learning process while they have negative perception on the indicator namely the challenges of using WhatsApp on learning process.

E. References

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